

WIDA ELD Standards Framework Overview

Summer 2014



Indiana Academic Standards for English/Language Arts & Mathematics (2014)



Welcome



- Introductions of the team

- **Caitlin Beatson**

- Secondary Literacy Specialist
- College & Career Readiness Division

- **Rachel Davidson**

- English Learning & Migrant Education Coordinator
- Deputy Superintendent's Division

- **Charlie Geier**

- Director of Early Learning and Intervention
- Deputy Superintendent's Division

- **Nathan Williamson**

- English Learner Specialist
- Deputy Superintendent's Division



Today's Agenda



- Introductions
- Purpose of the standards
- Assessment information
- English/Language Arts
- Mathematics
- Social Studies
- World Languages
- Special populations
- Navigating and finding resources
- Online collaboration
- Offices and contacts
- Questions from the audience



With an EL student in mind...

On your paper, write as much of the following as you can about your English Learner.

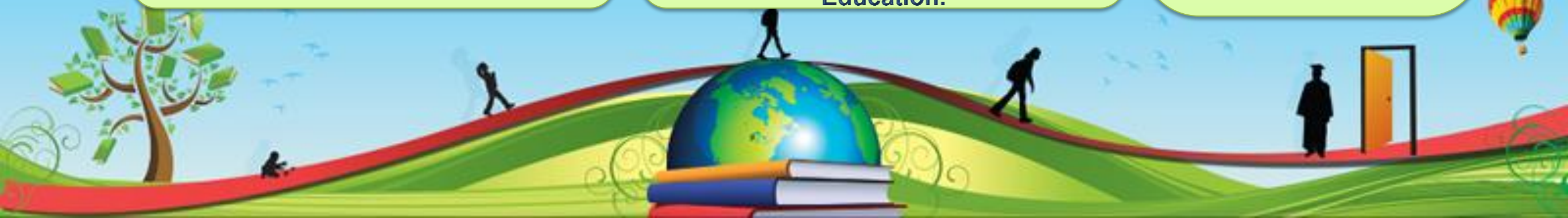
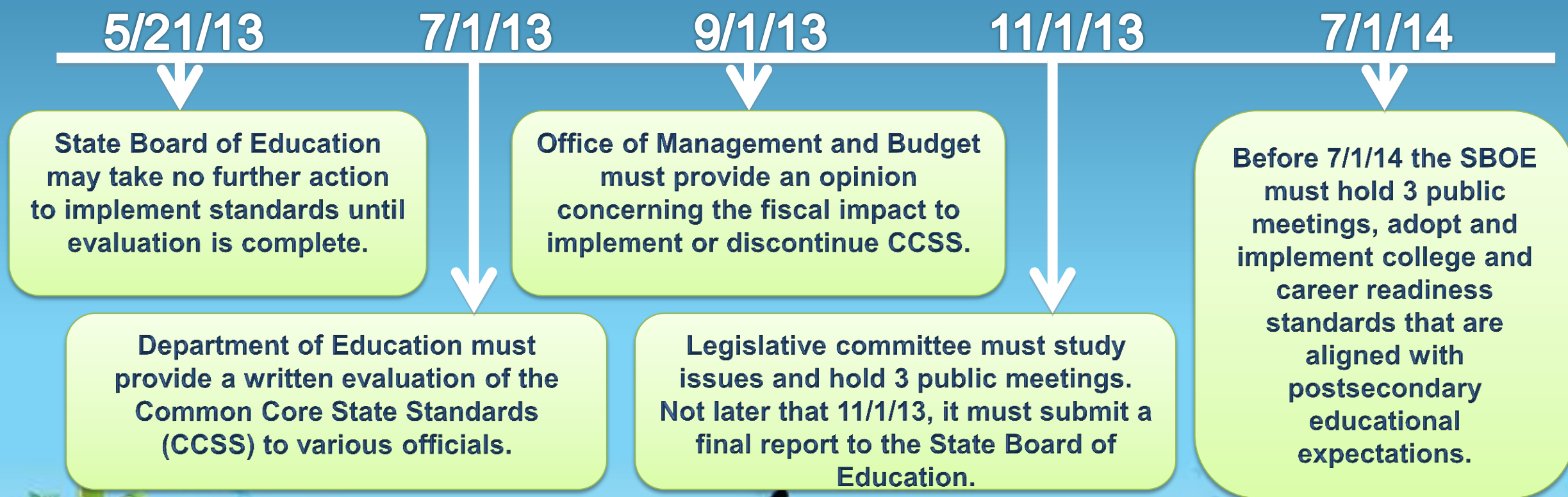
- Grade level and age
- Country of origin/Home language
- Years in the U.S. and Socioeconomic Status
- English language proficiency level (Beg., Int., Adv.)
- Literacy level in first language (L1) & Literacy level in English (L2)
- Personality (introvert or extrovert?) & motivation to learn
- Strengths and interests



The Purpose Behind the New Standards



- During the 2013 session, the General Assembly passed Public Law 286.
- This new law, Indiana Code 20-19-2-14.5, established the timeline below for the review and adoption of new K-12 academic standards.





Our Goal Today

- Our goal today is to provide you with general information about the Indiana Academic Standards for English/Language Arts and Mathematics (2014).
- We are going to provide you a path to resources and IDOE offices that will assist you as you prepare to teach the new standards at the outset and throughout the 2014-2015 school year.



ESEA Flexibility Waiver Requires New E/LA and Math Assessments



- Spring 2015 ISTEP+ Assessment
 - English/Language Arts and Mathematics assessments will measure college-and-career ready student performance based on the 2014 Indiana Academic Standards and will include technology-enhanced items.
 - The ISTEP+ test will remain unchanged in spring 2015 for Science and Social Studies.



Designing the Spring 2015 ISTEP+ Test



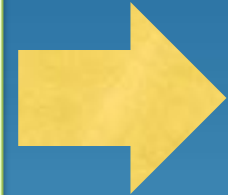
- The new E/LA and Math ISTEP+ assessments are being designed in partnership with Indiana's vendor, CTB/McGraw-Hill.
- Assessment Content Specialists from the IDOE, along with Indiana educators, are currently working to establish item specifications and clarifications, select reading passages, and derive the test blueprint.
- Educators will be invited to review items created by professional item writers in early August.



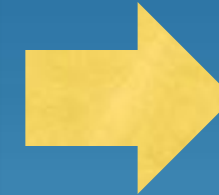
The Assessment Development Journey



**Item
Specifications/
Test
Blueprints**



**Item
Development**

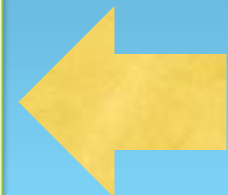


**Internal IDOE
Item Review**

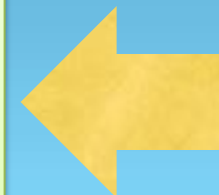
Blue font = Educator Involvement



**Pilot Items/
Administer
Operational
Test**



**Revise/Select
Items**



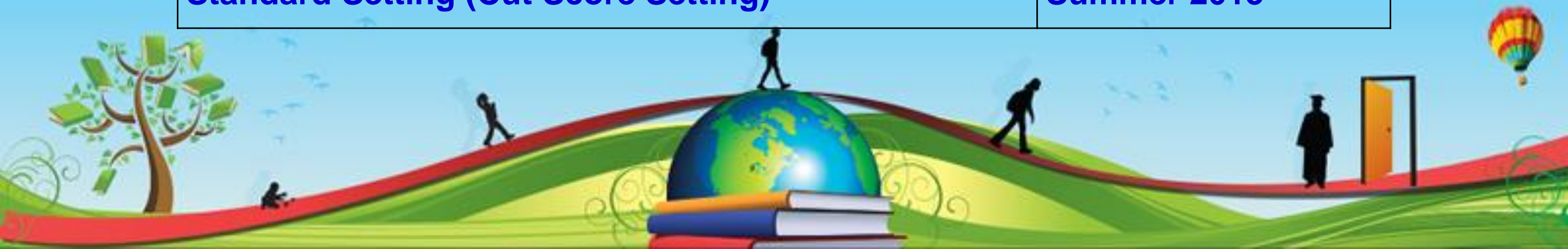
**Content and
Bias/Sensitivity
Reviews**



Spring 2015 ISTEP+ Development & Implementation



Activity	Timeline
Specification Review Meetings and Test Blueprint Development	May/June 2014
Passage Review Meetings	Early June 2014
Item Development	June/July 2014
Content Review and Bias/Sensitivity Review Meetings	Early August 2014
Form Selection and Build	Fall 2014
Administer Open-ended Items	March 2015
Administer Machine-scored Items	May 2015
Standard Setting (Cut Score Setting)	Summer 2015



Spring 2015 End of Course Assessments



- Indiana's college-and-career ready Indiana Academic Standards for Grade 10 are addressed as part of the Algebra I and English 10 End of Course Assessments.
- Watch for additional information regarding any changes to these assessments.



Instructional and Assessment Guidance



- Teachers should plan to implement Indiana's new college-and-career ready 2014 Indiana Academic Standards in 2014-15.
- Updated *Instructional and Assessment Guidance* based on the new ISTEP+ test will be created and disseminated in August.
- The Office of Student Assessments reviews and updates *Instructional and Assessment Guidance* annually.
 - Science and Social Studies documents will be reviewed/revised and released this summer.



Impact on Acuity



- The IDOE is working with CTB/McGraw-Hill to align Acuity to our 2014 English/Language Arts and Mathematics Indiana Academic Standards.
- More details will be shared with Corporation Test Coordinators this summer as additional information becomes available.



Assessment for 2015-16 and Beyond



Indiana will seek one or more vendors to provide high-quality assessments based on Indiana's college-and-career ready Academic Standards for 2015-16 and beyond.



Teaching and Learning



- Important concepts
 - **Standards**: what students must know and be able to do
 - **Curriculum**: a set of planned learning experiences for a targeted audience
 - **Instruction**: methods used by teachers to facilitate students' mastery of the standards; *how* teachers teach
 - **Content**: skills and knowledge specific to a subject area



English/Language Arts Highlights



- The new strands:
 - Reading
 - Writing
 - Speaking and listening
 - Media
- Indiana Academic Standards for Content Area Literacy
 - History/Social Studies
 - Science and Technical Subjects
- Text complexity



Text Complexity

IX. Measurement of Complexity for Literature

(TEMPLATE)

Text Title:

Genre:

Quantitative Measure(s):

Qualitative Considerations:

How much background knowledge is necessary to understand the text?

(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)

Does the text have a single level of meaning or are there multiple/hidden levels of meaning?

(Consider the clarity of the theme(s))

How is the text structured?

(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or if there are flashbacks and other manipulations of time)



Math Strands

- **K-2:** *Number Sense, Computation and Algebraic Thinking, Geometry, Measurement, and Data Analysis*
- **3-5:** *Number Sense, Computation, Algebraic Thinking, Geometry, Measurement, and Data Analysis and Statistics (5 only)*
- **6-8:** *Number Sense, Computation, Algebra and Functions, Geometry and Measurement, Data Analysis, Statistics, and Probability (7-8 only)*
- **Middle/High School:** *Algebra I, Geometry, Algebra II (required courses)*
- **4th Year:** *Pre-calculus (one semester), Trigonometry (one semester), Finite (two semesters), Probability and Statistics (one semester), Calculus (two semesters)*



New Social Studies Standards

- Revised Social Studies standards were adopted by the State Board of Education in March 2014
- There were not huge changes made to most standards
- There are new Content Area Literacy Standards for History/Social Studies for Grades 6 - 12
- Teacher Resource Guides will be available for Grade 8 and up
- ISTEP + testing in Grades 5 & 7 will continue



New World Languages Standards

- Standards for World Languages revised and approved in 2013 for:
 - Modern European and Classical Languages
 - American Sign Language K – 12
 - East Asian Languages
- Standards for Heritage Language Learners are being revised
- Standards are organized by Levels I to IV for sequences of study in Middle School and High School
- Resource guide correlated to Standards for Literacy in Technical Subjects being developed



Special Populations



- The new college and career ready E/LA and mathematics standards are designed to show what the average Hoosier student should know and be able to do in order to be prepared for college and career.
- Other interventions and strategies are needed for students who are English Learners, students with disabilities, or students with high ability.
- By law, local corporations must appropriately differentiate curriculum and instruction for these exceptional learners.



Indiana's English Language Development Standards (WIDA)



- English learners must have standards-based instruction so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student achievement standards as all children are expected to meet.
- 5 standards: Social and Instructional language; language of Language Arts; language of Mathematics; language of Science; and language of Social Studies
- WIDA standards utilize the Indiana Academic Standards; all teachers are English language teachers and are responsible for utilizing the WIDA standards.
- <http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework>
- www.wida.us



High Ability



- Utilize pre/post assessments; document skills mastered/growth
- Accelerate pace; use above grade materials and tasks
- Use ability grouping
- Focus on conceptual and critical thinking; work is different, not just more



Students with Disabilities



Students with disabilities are a heterogeneous group, therefore how these new standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

- Universal Design for Learning
- Accommodations
- Assistive Technology
- Individualized Education Program (IEP) goals aligned to standards



Finding and Navigating Resources



INDIANA DEPARTMENT OF EDUCATION
Glenda Ritz, Indiana Superintendent of Public Instruction

Imagining the possibilities.
Making them happen.

HOME PARENTS & STUDENTS ADMINISTRATORS EDUCATORS COMMUNITY DATA

Site Map Search

 [View](#) [Track](#)

[Home](#) > [Standards](#) > Indiana Academic Standards in English/Language Arts and Mathematics (2014)

Indiana Academic Standards in English/Language Arts and Mathematics (2014)

Posted: Fri, 02/14/2014 - 8:12am Updated: Wed, 05/07/2014 - 12:36pm

Background

Public Law 286 was passed by the Indiana General Assembly in 2013, which creates [Indiana Code 20-19-2-14.5](#) concerning the State Board of Education's responsibility to review Indiana's Academic Standards. This charge specifically mandates the State Board to develop college and career readiness standards for Mathematics and English/Language Arts compliant with state and federal requirements before July 1, 2014 and to hold public hearings on the proposed standards prior to adoption.



Indiana Academic Standards

2014 Evaluation Process
Access the Indiana Academic Standards
Course Titles and Descriptions
Curriculum and Instruction
Homepage

May

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

<http://www.doe.in.gov/standards>



Finding and Navigating Resources



- Common supports – timeline of deliverables from IDOE
 - Standards correlations (June)
 - Instructional and assessment guidance (August)
 - Teacher resource guides (June and ongoing)
 - Online communities of practice - peer created and reviewed lesson plans, materials, and digital content (June and ongoing)
 - Additional resources to be determined based on needs assessment survey feedback (July and ongoing)



Online Communities of Practice



These communities provide a place for collaboration around the questions and challenges that face teachers on a daily basis. IDOE has established a location where ideas and resources will be shared so educators can grow as professionals in their practice.

www.doe.in.gov/elearning/online-communities-practice



IDOE Offices



Office of Student Assessment

317-232-9050

istep@doe.in.gov

Office of Early Learning and Intervention

(English Learners, Title I, Title III, Early Learning)

317-232-6610

cgeier@doe.in.gov

Office of College and Career Readiness

(High Ability, Mathematics, E/LA, Social Studies, World Language)

317-232-6619 lfatum@doe.in.gov

317-232-9169 pwild@doe.in.gov

Office of Special Education

317-232-0570

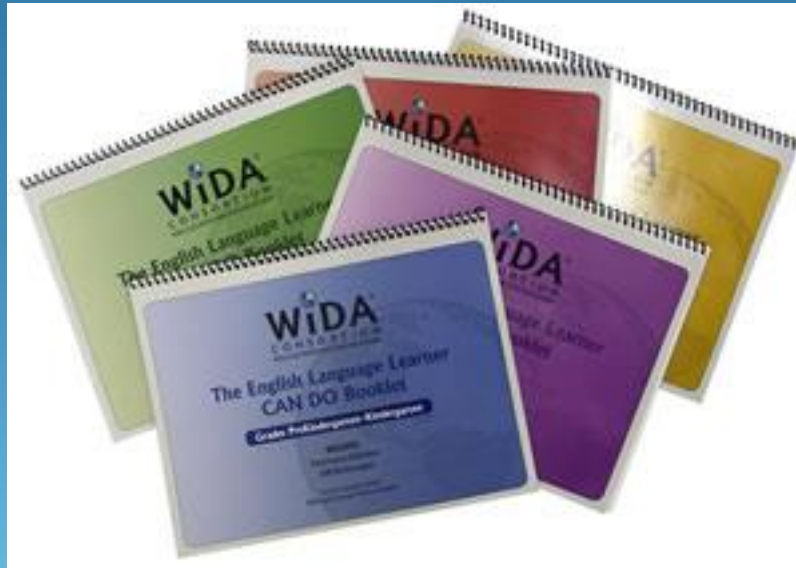
specialeducation@doe.in.gov



Thank you for your dedication and hard work for students!

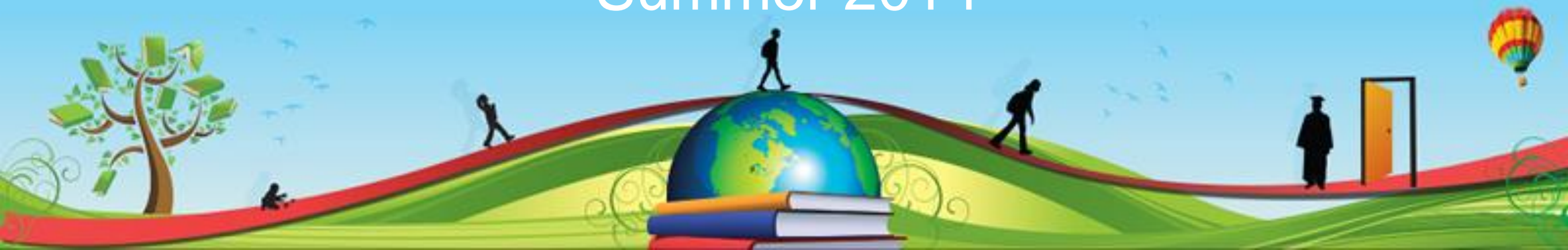


Overview of WIDA Standards



WIDA Standards Implementation
Training

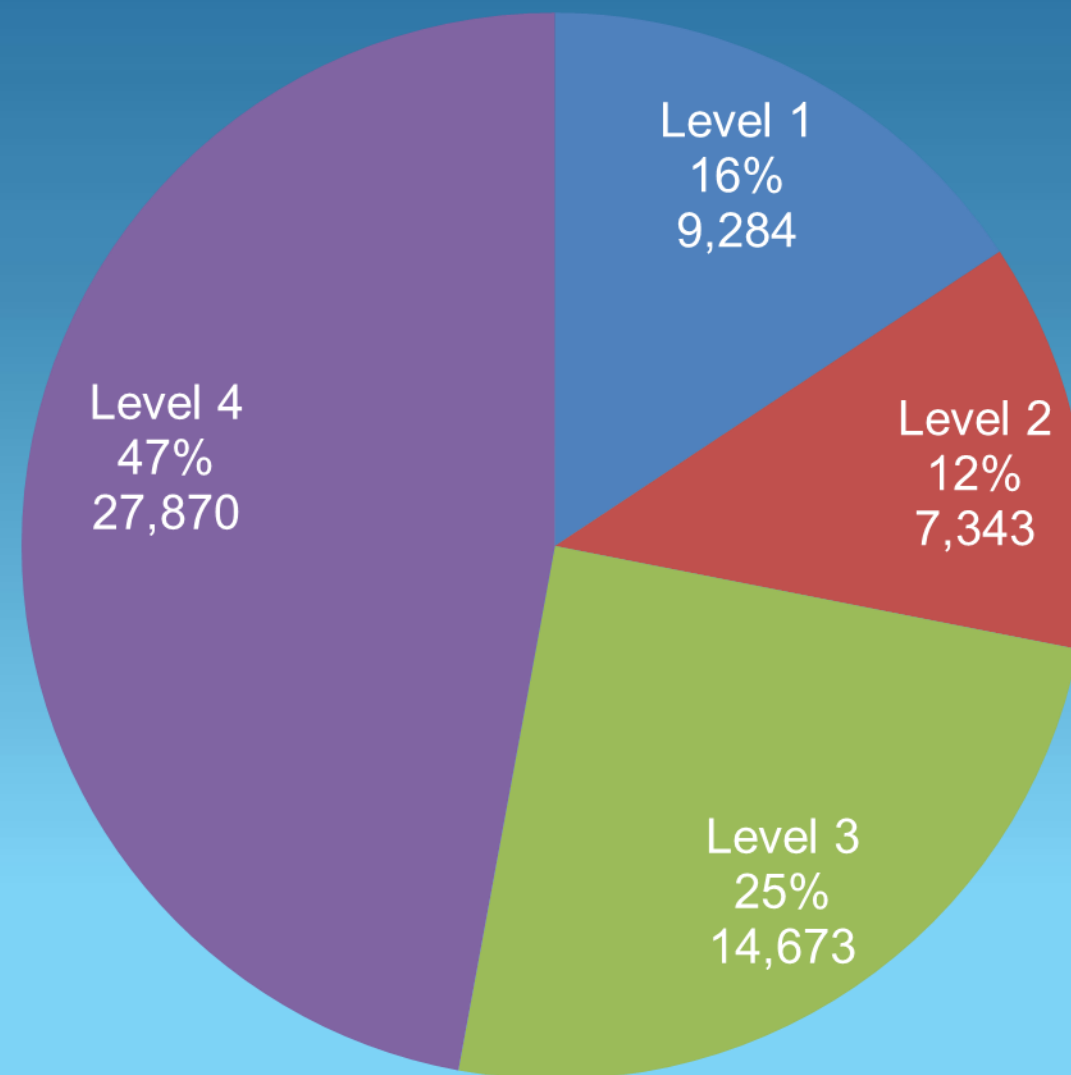
Summer 2014



2013-2014 Data

LEP-59,170

English Learners by Proficiency Level



LEP Comparison - 2013 and 2014

Proficiency Level	2013	2014
Level 1	8,821	9,284
Level 2	6,847	7,343
Level 3	12,754	14,673
Level 4	25,816	27,870
Total	54,238	59,170



2014 Language Data

263 Languages

- Spanish
- German
- Arabic
- Mandarin
- Chin
- Burmese
- Vietnamese
- Punjabi
- * All languages over 1,000 speakers

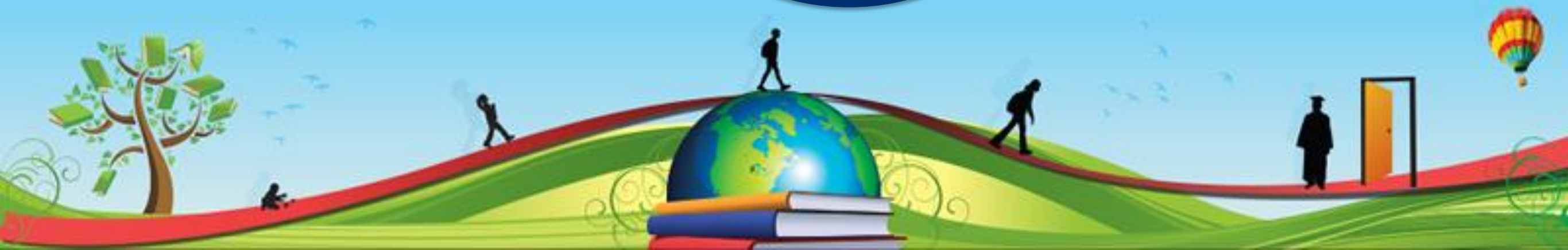
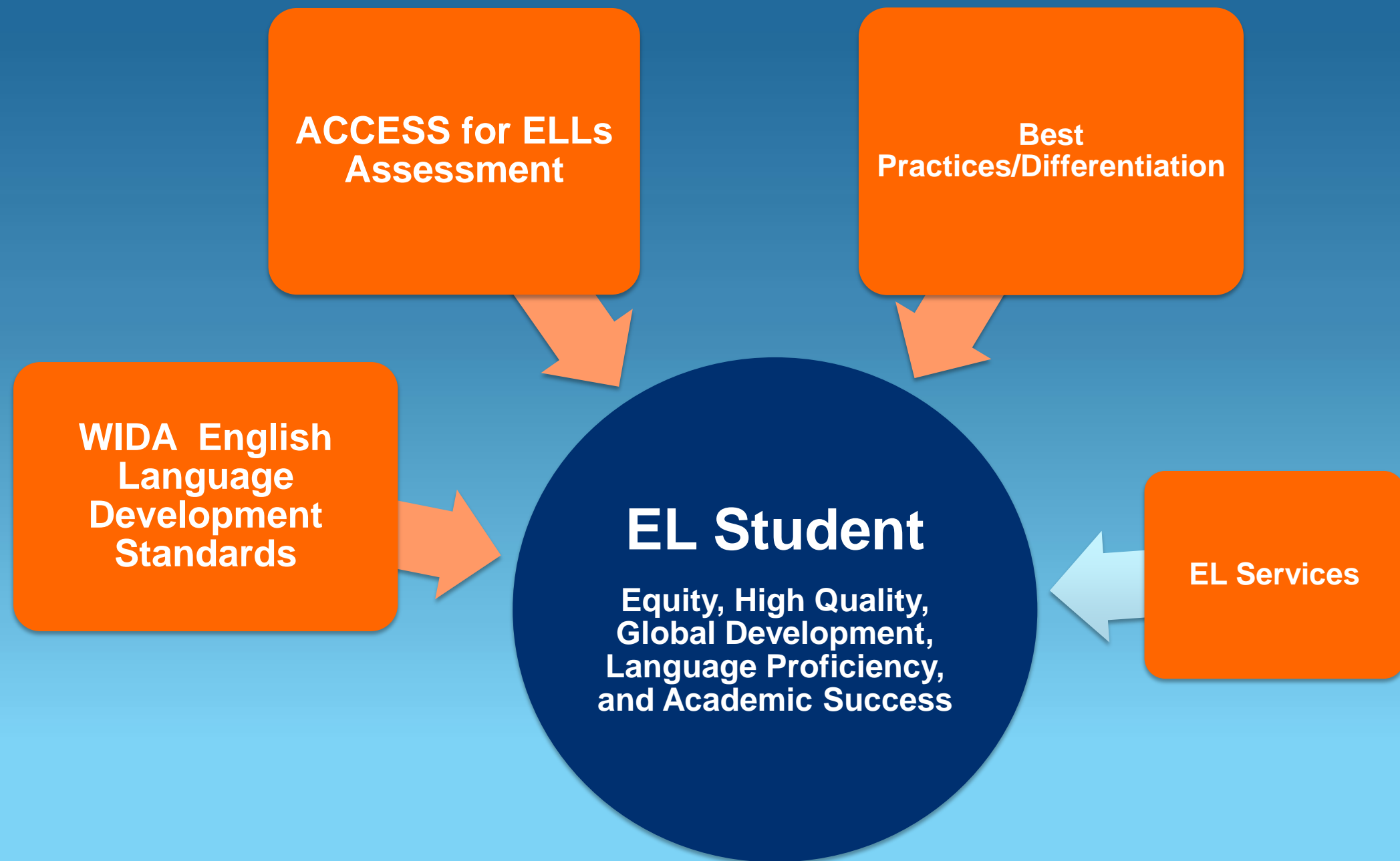


Today's Presentation

- Why WIDA? How is WIDA related to other state initiatives?
- What is WIDA?
- What are the building blocks of the WIDA framework?
- How can educators use the WIDA ELD Standards to provide quality instruction for ELs?
- What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?



Why WIDA?



Why WIDA? How does WIDA fit?

- ★ WIDA ELD standards meet the requirements of the No Child Left Behind Act of 2001 by providing a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student academic achievement standards as all children are expected to meet [1111(b)(1) and 3111(b)(2)(C)(ii)].
- ★ To support ELs' transition to college and career ready standards, the IDOE committed, in its approved ESEA flexibility request, to adopt ELP standards. Indiana adopted the WIDA English language development standards to comply with these requirements.
- ★ States must align English-language proficiency (ELP) standards with current standards for all content areas



What is the significance/relationship
between 250 and 1,950?



Every teacher is a
language teacher!



WIDA Walk

- Examine each resource in the WIDA pack.
- Place a post it note on the cover of each resource.
- Write 3 relevant points from this resource.
 - Share with your table.



The WIDA English Language Development Standards are the bridge which enables students to access the Indiana Academic Standards.



WIDA and the 2014 IN Academic Standards

- WIDA provides tools and resources to develop academic language along with content knowledge and skills
- WIDA resources help to differentiate instruction – there are always different approaches to reach the same goal



What's WIDA?

World-class Instructional Design & Assessment

- A multi-state consortia
- A **comprehensive system** grounded in second language acquisition research and best practices:
 - WIDA ELD Standards
 - ACCESS for ELLs Assessment
- An **approach** to teaching and learning for ELs that focuses on developing academic language proficiency across content areas
- A **vision** for collaboration between EL and all other educators



Guiding Principles of Language Development

- Cornerstone of the WIDA Standards
- Educators, families, and community need to embrace these principles for effective ELD
- Jigsaw
 - Round 1: Discuss same principle and examples of application within school or home contexts
 - Round 2: Experts from round 1 present in each group



WIDA's 10 Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.



WIDA's 10 Guiding Principles of Language Development

6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.



WIDA ELD Standards

- ELs communicate information, ideas and concepts necessary for academic success in five key areas:



**Social
Instructional
Language**



**Language of
Language
Arts**



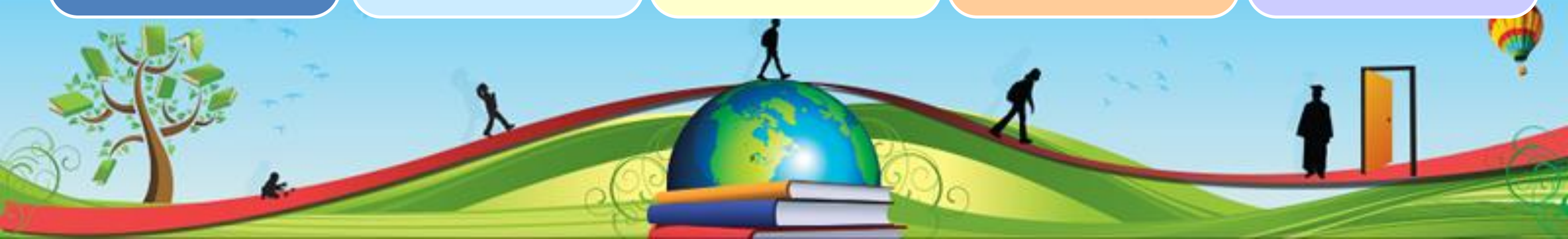
**Language of
Mathematics**



**Language of
Science**



**Language of
Social
Studies**



The WIDA ELP Scale

Levels of Language Proficiency: continuum of language development, six levels:



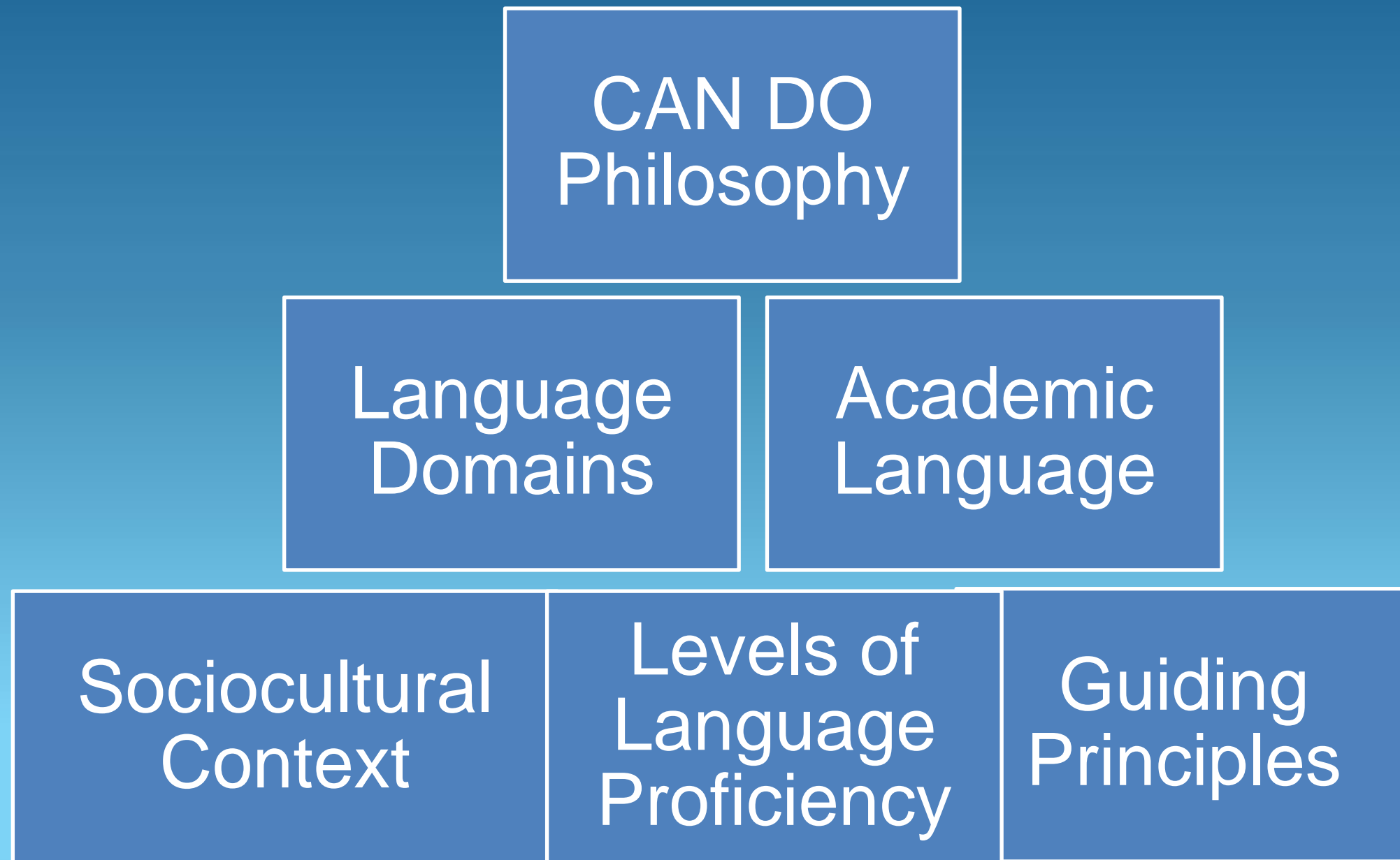
What's WIDA?

WIDA ELD Standards are NOT

- A scope and sequence for language development
- Traditional definition: comprehensive list of standards, skills, concepts students need to learn
- WIDA definition: areas where ELs engage with language in order to learn
- WIDA provides examples, tools & resources for teaching language and differentiating content area instruction



What are the building blocks of the WIDA Framework?



WIDA and the IN Academic Standards: supporting shifts

- Understanding complex texts requires Academic Language Proficiency



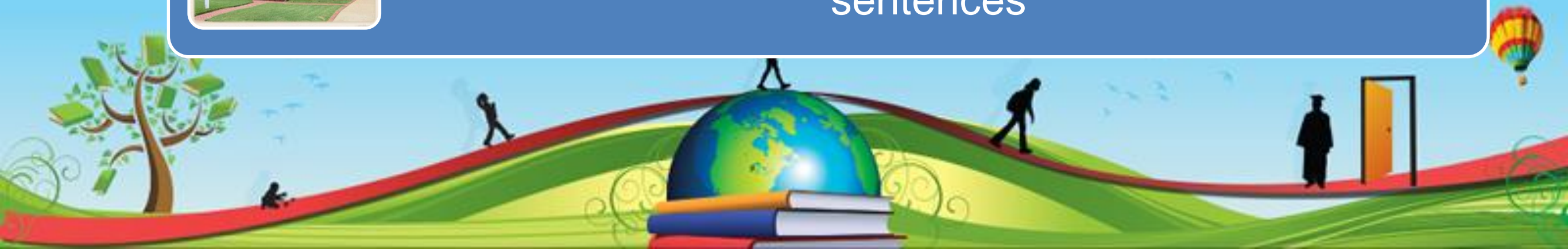
Words & Phrases: Academic Vocabulary, Idioms, Nuances, Collocations



Sentence Level: Syntax, Fluency, Mechanics, Conventions, Matching organization to purpose

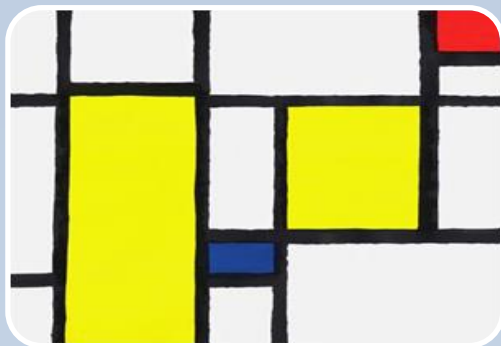


Discourse: Amount, structure and density of speech/written text; Organization, Coherence, Variety of sentences



What are the building blocks of the WIDA Framework?

Academic Language: the vocabulary, syntax, and discourse used to describe



**Abstract
Concepts**



**Complex
Ideas**



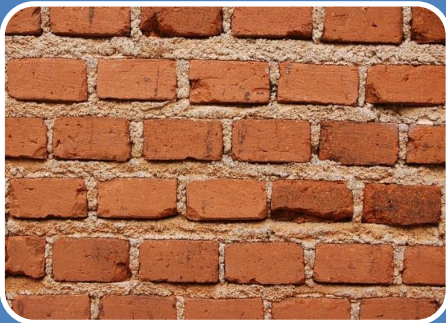
**Higher-
order
Thinking
Processes**



Academic Language in the WIDA Frameworks



Words & Phrases
Vocabulary Usage



Sentence Level
Language Forms and Conventions



Discourse
Linguistic Complexity



Everyday vs. Academic Language

Everyday Language	Academic Language
<ul style="list-style-type: none">• Immediate feedback from listener• Gestures• Prosody (pitch, stress, phrasing)• Facial expressions• Ability to add information in real time	<ul style="list-style-type: none">• Anticipation of level of explicitness required of reader• Precise word choice• Time to structure text



Language of Content Areas

- Word, Phrase, Discourse Level

- Description

- General

- Poet

- Biologist

- Historian

- Mathematician



Academic language varies by...

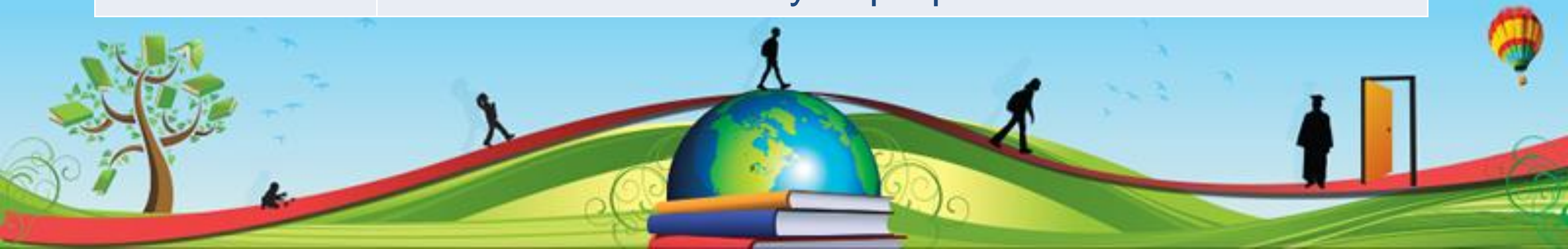
- Purpose
- Type



What are the building blocks of the WIDA Framework?

Language Domains: 4 areas in which students need to construct meaning and express ideas in order to learn language

Language Domains	
Listening	Process, understand, interpret and evaluate spoken language in a variety of situations
Speaking	Engage in oral communication in a variety of situations for a variety of purposes and audiences
Reading	Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency
Writing	Engage in written communication in a variety of situations for a variety of purposes and audiences



The Four Language Domains

Receptive language

Productive language

Listening

Speaking

Reading

Writing



Varying proficiency levels by context



The Story of Roscoe Continues:
One thing Roscoe enjoyed eating was Corn Chips, whether they were square, rectangular, triangular or circular!

TRIANGLES!

new WORDS for YOU!
Each triangle is identified by its different ANGLES. Check these out!

- A RIGHT Triangle** has one 90° angle, shown by this symbol (☐)!
- An OBTUSE Triangle** has one angle that is greater than 90°.
- An ACUTE Triangle** has all angles less than 90°.
- An EQUILATERAL Triangle** has all sides the same length!
- An ISOSCELES Triangle** has only 2 sides that are the same.
- A SCALENE Triangle** has all 3 sides different lengths.

How TALL is that TREE?
Roscoe climbed way up a tree! I was afraid he would never come down again! How tall was that tree, anyway? If I had used my math, on a sunny day, I could have figured it out EASY!

THE RAYS OF THE SUN
Travel in a straight line touching all things with the same angle making all shadows in proportion to each other!

Hint! the tree's shadow is 12 Ft. long! How does Steve's height compare to his shadow?

ANSWER: If you said 24 feet, you're RIGHT!

Try it! Practice drawing a RIGHT triangle, an OBTUSE triangle, an



What are the building blocks of the WIDA Framework?

- **CAN DO Philosophy:**
 - Additive language approach, not deficit thinking
 - Focus on what students *can do*
 - Reflected in WIDA Tools
 - **CAN DO Descriptors**
 - **Performance Definitions**
 - **Model Performance Indicators (MPIs)**



What are the building blocks of the WIDA Framework?

- **CAN DO Descriptors:** Highlight language tasks students can be expected to perform at each proficiency level
- **Academic Language Performance Definitions:** Highlight Academic Language Features (word, sentence & discourse levels) expected for students at each proficiency level
- **Model Performance Indicators (MPIs):** Provide examples of differentiated language expectations for students at different language proficiency levels in a specific context for language use



Performance Definitions

- At each grade, domain, and with instructional support, the performance definitions demonstrate what ELs will process and produce.

WIDA Performance Definitions **Listening and Reading**, Grades K–12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Can Do Descriptors

- The WIDA Can Do Descriptors should be used by all teachers to differentiate instruction for English learners (ELs). They can also be used to plan lessons or observe students' progress.



Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Essential Actions Handbook

A REPRESENTATION OF ACTION 1 IN THE WIDA STANDARDS FRAMEWORK

ELLs are central to WIDA's **standards-referenced system**. Language development standards help frame curriculum, instruction, and assessment while stimulating professional development and research, however, ELLs must always be visible in the overall system. Systemic consideration of ELLs in planning, implementing, evaluating, and refining any and all aspects of education will help ensure their equitable and fair treatment.

WIDA's Can Do Philosophy brings the strengths of ELLs to the forefront of the educational system. As 21st century knowledge and skills take center stage in today's standards-referenced arena, teachers and school leaders of ELLs must step up and act on the positive contributions that these students make to the U.S. educational enterprise. By taking action toward improving educational opportunities and academic outcomes of this fastest-growing student population, educators will help pave the way for ELLs' academic language success.

PUTTING ACTION 1 INTO PRACTICE

By Marilyn Low and Emily Lam, Honolulu, HI

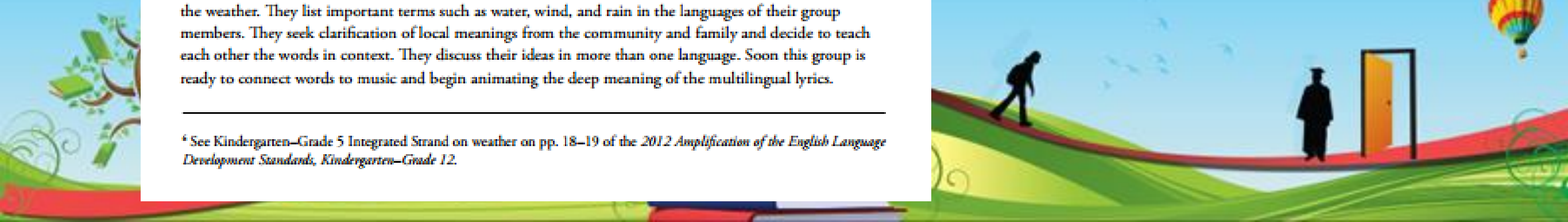
ELLs have diverse language and cultural backgrounds, learning styles, and life experiences that are often different from those of their peers. When teachers build on these diverse assets through intentionally designed learning plans, ELLs' academic performance is enhanced (Ladson-Billings, 1995; González, Moll, & Amanti, 2005). Below is an example of how Kimi, an elementary teacher in Hawai'i, capitalizes on the resources and experiences of the ELLs in her classroom.

Kimi is co-planning a project-based unit on the topic of weather.⁶ Students will learn about the water cycle, weather elements, measuring changes in weather, and data collection through a variety of interactive activities. The culminating product will be an event, planned by students, to teach the school community about what they have learned. Kimi has different images of Pacific weather patterns she wants to display and use to activate prior knowledge about weather.

Capitalizing on the varying kinesthetic, visual, and oral learning styles of her students, Kimi wants the final event to be performed for the community—a performance with a message. Knowing that some parents of her ELLs are fishers, Kimi invites them as guest speakers and, with assistance from interpreters at school, they share with her class the methods they have used to forecast weather and determine the impact of weather on their livelihood. A group of students is intrigued by the idea of predicting the weather. They list important terms such as water, wind, and rain in the languages of their group members. They seek clarification of local meanings from the community and family and decide to teach each other the words in context. They discuss their ideas in more than one language. Soon this group is ready to connect words to music and begin animating the deep meaning of the multilingual lyrics.

⁶ See Kindergarten–Grade 5 Integrated Strand on weather on pp. 18–19 of the *2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12*.

- Provides a research base rationale for each component of the WIDA standards framework.



WIDA Terms Glossary

**WIDA
Standard**

- **Social, instructional, and academic language that students need to engage with peers, educators and curricula**

MPI

- **Examples of how language is processed or produced within a particular context (task, activity, or assessment)**



Model Performance Indicators (MPIs)

- An **MPI Strand** looks at a group of MPIs across language proficiency levels (Levels 1-5)
- Developed across language domains (Reading, Listening, Speaking and Writing)
- Example on next slide



How can educators use the WIDA ELD Standards to provide quality instruction for ELs?

- WIDA provides a shared approach and collaborative vision for teaching ELs
- The WIDA consortia has developed useful tools and resources for:
 - Differentiating content area instruction for ELs
 - Focusing instruction on literacy and academic language proficiency
- **One Example: Transforming MPIs**



Transforming MPIs

Teachers can “**transform**” MPIs to customize activities or assessment and differentiate instruction

1. Identify content area standard and embedded language functions
2. Identify focus target language domain and academic language feature. Then select a specific context or task
3. Create MPIs based on the student audience using key WIDA tools



Modeling an MPI Transformation

Guiding questions

- What language skills will students need to engage with this standard in the given task?
- Which features of academic language will I focus on (word, sentence, discourse)?
- How can I scaffold activities to match students' proficiency levels without diminishing rigor?



Modeling an MPI Transformation

1. Connection: Content Standard
2. Corresponding WIDA ELD Standard
3. Example context (language activity)
4. Cognitive function for all students (similar to Bloom's Taxonomy)
5. Language domain (listening)
6. MPI by language level
7. Topic related language for all students



MPI by Language Level

1. Language Function

- * varies by individual student
- * uses performance definition and Can Do Descriptors

2. Content stem

- * same for all students
- * every student by law deserves meaningful access to the same content

3. Support Stem

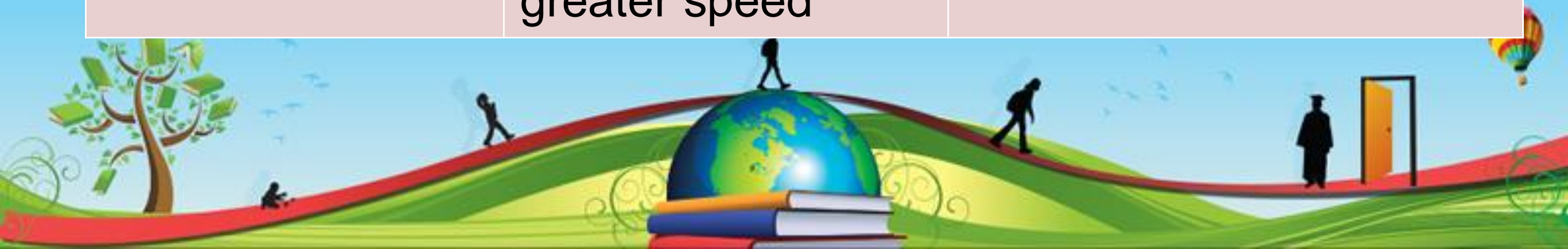
- * graphic, sensory, and interactive supports



Model Performance Indicators (MPIs)

Components of an MPI

Language Function	Content Stem	Support
Language processes used in receiving or conveying a message	Derived from state content standards	Specific scaffolds to ensure students can access content and engage in language function
Describe	whether the linear equation or the graph represents a car going at a greater speed	using a word bank and sentence frames.



Sample MPI strand

Example Topic	Level 1: Entering	Level 2: Beginning
Percent / fractions	Identify proportional representation of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find a half pizza.”	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.

Source: WIDA 2007 Standards, p. 49



Modeling an MPI Transformation

Listening	Level 1	Level 2
CAN DO	<ul style="list-style-type: none">▪ Follow one-step oral commands/instructions▪ Match language with visual representation	<ul style="list-style-type: none">▪ Follow multi-step oral commands/instructions▪ Classify/sort visuals per oral descriptions
Academic Language Features Performance Definitions	<ul style="list-style-type: none">▪ Single statements or questions; an idea within words, phrases▪ Simple sentences; common forms▪ General content-related words	<ul style="list-style-type: none">▪ An idea with details▪ Compound sentences; repetitive patterns▪ General content words and expressions



Modeling an MPI Transformation

Sample WIDA Supports:

- **Sensory Supports:** pictures, manipulatives, diagrams, videos & film, models, broadcasts
- **Graphic Supports:** charts, graphic organizers, tables, timelines
- **Interactive Supports:** in pairs or partners, with the teacher, in the native language, using cooperative group structures



Modeling an MPI Transformation

Topic/Task	Level 1: Entering	Level 2: Beginning
Percent/ Fractions (WIDA 2007 Standards, p.49)	Identify proportional representation of objects from oral directions and graphs or visuals.	Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.
Sketch a graph that represents a verbal description of a function. (Sena & Veader, 2012)	Identify the graph that represents a function from oral directions after reviewing key vocabulary and using illustrated word bank.	Follow multi-step oral directions to sketch a graph of a given function using an illustrated word bank.

Modeling an MPI Transformation

Verbal Description	Level 1	Level 2
<i>Running experts recommend that you start a long run by drinking 16 ounces at least an hour before. While running, you should drink 8 oz. every 15 minutes.</i>	Circle the correct graph for the function: <i>Drink 16 ounces first. Drink 8 ounces every 15 minutes.</i>	Draw a graph that shows a function. The function tells you how much water to drink when you run: <i>Drink 16 ounces before you start. Then drink 8 ounces every 15 minutes you run.</i>
	Potential terms for the illustrated word bank: <i>drink, ounces, minutes, every</i> <i>Drink __ ounces.</i> <i>Drink every __ minutes.</i>	



ELD STANDARD: Standard 3: The Language of Mathematics **EXAMPLE TOPIC:** Mathematical relations & functions

CONNECTION: *Indiana Academic Standards 2014 Mathematics- Pre-Calculus (MA.PC.F.1):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
SPEAKING	Name key properties of functions using graphs and equations in L1 (first language) or L2 (second language; English) with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola



Indiana Academic Standards for English/Language Arts

- 1. Guiding Principle:** enduring understanding/transfer goal
- 2. Strand:** broad category of skills
- 3. Learning Outcome:** umbrella standard clarifying overarching expectation of strand
- 4. Grade-level Expectation:** what students should know and be able to do
- 5. Sub-strand:** group of related skills



Indiana Academic Standards for Mathematics

1. Process Standards:

- best practices/methods for teaching ALL math content standards to facilitate students' synthesis and application of mathematical skills
- developed from NCTM "Principles and Standards" and CCSS "Mathematical Practices"

Content Standards:

2. divided into strands – broad categories of skills

3. specific standards which detail the expectations of what students must know and be able to do (SEE resource guides)

- key words defined
- examples to match standard
- online resources for planning



Group Practice

- Complete an MPI with your table.
- Write completed MPI on chart paper.



To Recap - Transforming MPIs

Teachers can “**transform**” MPIs to customize activities or assessment to differentiate instruction

1. Identify content area standard and embedded language functions
2. Identify focus target language domain and academic language feature. Then select a specific context or task
3. Create MPIs based on the student audience using key WIDA tools



Individual Practice

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

K.RF.3.5: Add, delete, or substitute sounds to change words.

11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.



DOWNLOADS & PRODUCTS

Standards

Training Toolkit

Show

2004 ELP Standards

Show

2007 ELP Standards

Show

2012 ELD Standards

Show

2012 Standards Debut Events

Show

2012 Amplification of the WIDA ELD Standards
Webinar, Nov. 29, 2012

Site

Publications Order form

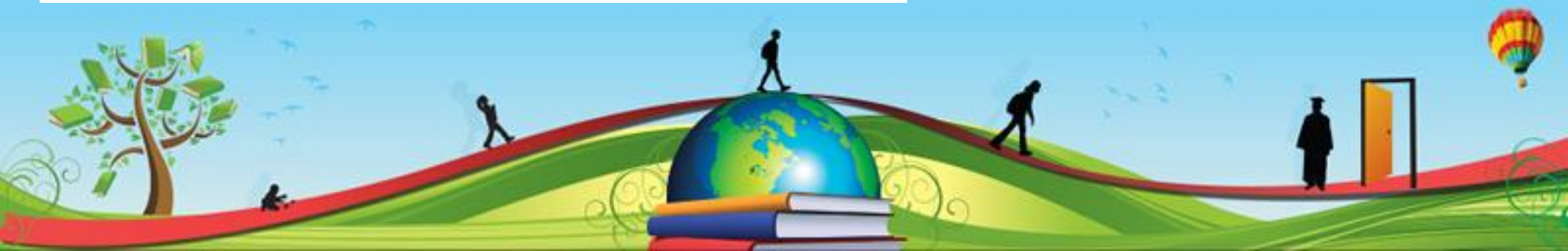
PDF

Visit Our Online Store

Buy Standards

[Search the 2007 ELP Standards](#)

WIDA Standards Lookup



What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?

Think about what teachers need in order to better understand

- Content standards
- Language objectives embedded in the content standards
- The WIDA framework and tools
- Who can provide those types of support?



WIDA Website



SEARCH

[Download Library](#) | [News](#) | [Online Store](#) | [FAQs](#) | [Contact Us](#)

[ABOUT US](#) | [STANDARDS & INSTRUCTION](#) | [ASSESSMENT](#) | [PROFESSIONAL LEARNING](#) | [RESEARCH](#) | [CONSORTIUM](#)

Creating Language-Rich Academic Learning Environments



WIDA 2014
National Conference

October 23-25, 2014 | Atlanta, GA

REGISTRATION IS NOW OPEN



Username:

Password:

[Learn more](#)

[Forgot Password?](#)

LOG IN

DOWNLOAD LIBRARY

PDFs, PPTs, videos and more

ONLINE STORE



WIDA's **Can Do Philosophy** promotes the accomplishments of English language learners.



Be an advocate for language learners!

- Share lesson plans



35 U.S. State Education Agencies belong to the WIDA Consortium. Many other

LATEST NEWS

[MORE](#)

[SUBSCRIBE](#)

Congratulations to Alla Polatty, WIDA's featured educator for June. Alla is the ESOL instructional coach for Greenwood School District 50 in Greenwood, S.C. [Read more](#). Posted 6/2/14

The 2014 editions of the Interpretive Guide to Score Reports are now available for both [ACCESS for ELLs](#) and [Alternate ACCESS for](#)

Academic Language

[More Info](#)[Guiding Principles of Language Development](#)[PDF](#)[Complete Reference List for WIDA Guiding Principles of Language Development](#)[PDF](#)[Can Do Philosophy](#)[PDF](#)[Academic Language: WIDA's "Can Do" Approach](#)[Site](#)

Standards

[More Info](#)[Training Toolkit](#)[Show](#)[Early ELD Standards](#)[Show](#)[2004 WIDA ELP Standards](#)[Show](#)[2007 WIDA ELP Standards](#)[Hide](#)[Understanding the WIDA ELP Standards: A Resource Guide](#)[PDF](#)[Performance Definitions](#)[PDF](#)[Speaking and Writing Rubrics](#)[PDF](#)[ELP Standards PreK-Grade 5](#)[PDF](#)[ELP Standards Grades 6-12](#)[PDF](#)[2012 WIDA ELD Standards](#)[Hide](#)[WIDA 2012 Amplified ELD Standards](#)[PDF](#)[Essential Actions Handbook](#)[PDF](#)[2012 Amplification Overview Tutorial](#)[Site](#)[WIDA Features of Academic Language](#)[PDF](#)[WIDA Performance Definitions Listening Reading](#)[PDF](#)[WIDA Performance Definitions Speaking Writing](#)[PDF](#)[WIDA Standards Blank Template](#)[DOC](#)[2012 Standards Debut Events](#)[Show](#)[Spanish Language Development Standards K-12, in Spanish](#)[PDF](#)[Theoretical Framework](#)[PDF](#)[2012 Amplification of the WIDA ELD Standards Webinar, Nov. 29, 2012](#)[Site](#)

- “Starting Line” Resources
 - Guiding Principles
 - Can Do Philosophy
 - 2007 ELP Standards
 - 2012 Amplified ELD
 - Essential Actions Handbook
- Utilize PDFs of all WIDA bag materials



Can Do Descriptors		More Info
K-PODER & K-PUEDE Field Test and Standard Setting Study: Technical Brief		PDF
Can Do Name Charts		PDF
PreK-K Can Do Descriptors		PDF
Grades 1-2 Can Do Descriptors		PDF
Grades 3-5 Can Do Descriptors		PDF
Grades 6-8 Can Do Descriptors		PDF
Grades 9-12 Can Do Descriptors		PDF
PreK-Grade 12 Can Do Descriptors		PDF
Can Do Research Brief		PDF
LESS		

- Can Do Descriptors
 - Name Chart to Organize students in your class by language domain
 - Baseline expectations by push students to expand
 - Embraces Can Do philosophy
 - Utilize to develop language function/stem in Model Performance Indicators
- Utilize PDFs of all WIDA bag materials



ACCESS for ELLs

[More Info](#)[Sample Letters to Accompany Parent/Guardian Report](#) [Show](#)[Translations of Parent/Guardian Score Report](#) [Show](#)[Technical Reports](#) [Show](#)[Training Toolkit](#) [Show](#)[Kindergarten Assessment Video](#) [Show](#)[MORE](#)

W-APT

[More Info](#)[Kindergarten Test Forms](#) [Show](#)[Grades 1-2 Test Forms](#) [Show](#)[Grades 3-5 Test Forms](#) [Show](#)[Grades 6-8 Test Forms](#) [Show](#)[Grades 9-12 Test Forms](#) [Show](#)[MORE](#)

- Assessment Materials

- Training

- Placement test forms

- Parent letters

- & More

- More information provided soon to your Corporation Testing Coordinators & EL Testing Coordinators



Research

[More Info](#)[Reports](#)[Show](#)[Briefs](#)[Show](#)[Presentations](#)[Show](#)[Data Dashboard 101 Tutorial](#)[FLASH](#)[Academic Achievement for English Learners -
What Can We Reasonably Expect?](#)[PDF](#)[Focus on Language Learning Progressions
\(FLARE\)](#)[PDF](#)[Deepening Analysis of Large-Scale Assessment
Data: Understanding the Results for ELLs](#)[Site](#)[Letter in Response to May 2, 2008 Federal
Register, Notice of Final Interpretations on
AMAOs](#)[PDF](#)[MORE](#)

Resources/Bulletins

[More Info](#)[Focus Bulletins](#)[Hide](#)[Focus on American Indian English Language
Learners](#)[PDF](#)[Focus on English Language Arts](#)[PDF](#)[Focus on Language Growth \(2013\)](#)[PDF](#)[Focus on Differentiation Part 2](#)[PDF](#)[Focus on Group Work for Content Learning](#)[PDF](#)[Focus on Differentiation Part I](#)[PDF](#)[Focus on Growth](#)[PDF](#)[PPT](#)[Focus on Growth PPT Handout](#)[PDF](#)[Focus on Language & Culture](#)[PDF](#)[Focus on Formative Assessment](#)[PDF](#)

- The “why” behind the best practices
- Great for professional learning communities, staff PD, tips for parent newsletters



Resources/Bulletins

[More Info](#)[Focus Bulletins](#)[Show](#)[Featured Video](#)[Show](#)[Lesson Plan Share Space](#)[Site](#)[Featured Educator](#)[Site](#)[Response to Instruction & Intervention \(RtI²\)
for English Language Learners](#)[PDF](#)[RtI² Planning Form](#)[PDF](#)[RtI² for ELLs Webinar](#)[Site](#)[Guidelines for Using and Linking to WIDA
Materials](#)[PDF](#)[Publications Order form](#)[PDF](#)[2012 Annual Report](#)[PDF](#)[2010-11 Annual Report](#)[PDF](#)[Expense Form](#)[PDF](#)[Ensuring Academic Success: The Real Issue in
Educating English Language Learners](#)[PDF](#)[Colorado ACCESS PPT](#)[Log In](#)[Nevada ACCESS PPT](#)[Log In](#)[LESS](#)

- New Tool: Lesson Plan Share Space
 - Connect with other educator
- RTI for ELs
 - Planning Forms
 - Webinar



State/District Webinars

Alabama Webinars	Show
Alaska Webinars	Show
Chicago Public Schools Webinars	Show
CNMI Webinars	Show
Delaware Webinars	Show
Georgia Webinars	Show
Illinois Webinars	Show
Kentucky Webinars	Show
Maryland Webinars	Show
Massachusetts Webinars	Show
Montana Webinars	Show
Minnesota Webinars	Show
North Carolina Webinars	Show
North Dakota Webinars	Show
Oklahoma Webinars	Show
Pennsylvania Webinars	Show
Virginia Webinars	Show
Utah Webinars	Show
Washington, DC Webinars	Show
Wisconsin Webinars	Show
Wyoming Webinars	Show

LESS



- Stay tuned to this area for Indiana specific information and resources



WIDA ELD Standards Resources

- **WIDA Standards Download Library:**
<http://wida.us/standards/eld.aspx>
- **WIDA Standards Lookup**
http://wida.us/standards/ELP_StandardLookup.aspx
- **WIDA Website**
www.wida.us
- **IDOE EL & Migrant Education Website**
www.doe.in.gov/elme



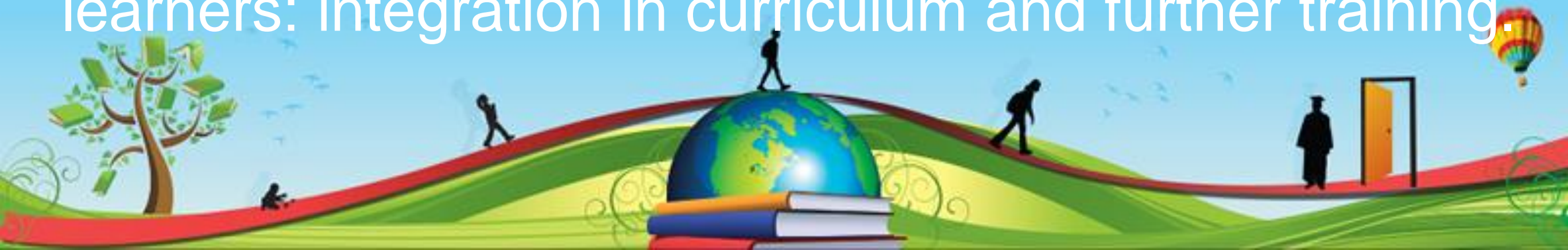
Next Steps...

- WIDA one pager

<http://www.doe.in.gov/sites/default/files/elme/wida-one-pager.pdf>

- Implementation Guide
- Local planning
- Title III and NESP

- District will describe plan to ensure WIDA is implemented with fidelity by all teachers of English learners: integration in curriculum and further training.



Culture

Community

Program

EL Class



Contact Information

- Charlie Geier

Director of Early Learning and
Intervention

317-232-6671

cgeier@doe.in.gov

Nathan Williamson

EL Specialist

317-233-0786

nwilliamson@doe.in.gov

- Rachel Davidson

EL and Migrant Education
Coordinator

317-232-0558

rdavidson@doe.in.gov

Caitlin Beatson

Secondary Literacy Specialist

317-232-9173

cbeatson@doe.in.gov

